PUBLIC DOCUMENT . . . . . No. 28.

FIFTY-FOURTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

MASSACHUSETTS

SCHOOL FOR THE FEEBLE-MINDED

AT WALTHAM,

FOR THE

YEAR ENDING SEPTEMBER 30, 1901.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
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Mass. Officials

Commonwealth of Massachusetts.

Massachusetts School for the Feeble-minded,
Waltham, Oct. 10, 1901.

Hon. Wm. M. Olin, *Secretary of State.*

Dear Sir: — I have the honor to transmit to you a copy of the fifty-fourth annual report of this institution, for the use of His Excellency the Governor and the Legislature.

Yours respectfully,

W. W. SWAN,
Secretary.

Trustees for 1901–1902.

President.	Vice-President.
SAMUEL HOAR.	JOHN S. DAMRELL.
Treasurer.	**Secretary.**
RICHARD C. HUMPHREYS.	WILLIAM W. SWAN.

Auditor.

CHARLES F. WYMAN.

Trustees.

CHARLES FRANCIS ADAMS, 2d,	Concord.
FRANCIS J. BARNES,	Cambridge.
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ELIZABETH E. COOLIDGE,	Cambridge.
JOHN S. DAMRELL,	Boston.
THOMAS W. DAVIS,	Belmont.
FREDERICK P. FISH,	Brookline.
SAMUEL HOAR,	Concord.
WILLIAM W. SWAN,	Brookline.
CHARLES E. WARE,	Fitchburg.
FRANK G. WHEATLEY,	Abington.
CHARLES F. WYMAN,	Cambridge.

State Board of Visitors, ex officio.

GOVERNOR, LIEUTENANT-GOVERNOR, SECRETARY OF STATE, PRESIDENT OF THE SENATE, SPEAKER OF THE HOUSE, CHAPLAINS OF BOTH HOUSES,

and Members of the Legislature during the Session.

Officers for 1901-1902.

Superintendent.
WALTER E. FERNALD, M.D.

Assistant Physicians.
GEO. L. WALLACE, M.D.
JOSEPH H. LADD, M.D.

Matron.
Miss AUGUSTA DAMRELL.

Book-keeper.
Miss E. W. PETERSON.

Matron of West Building.
Miss ELIZABETH H. BARNES.

Matron of Girls' Dormitory.
Miss MABEL MILLER.

Matron of Boys' Dormitory.
Miss ISABEL ROSS.

Matron of North Building.
Miss MARGARET SMITH.

Matron of Farm House.
Miss CLARA McPHEE.

Matron of North-west Building.
Miss MAUDE WHITNEY.

Clerk.
Miss MARY E. BOWDEN.

Stenographer.
Miss MABEL M. WEBBER.

Teachers.
Miss L. L. MOULTON.
Miss LUCY F. SANBORN.
Mrs. S. E. SHAFFER.
Miss ADELLE HODGDON.

Training Teachers.
Miss RUBY McPHEE.
Miss SARAH L. CRABTREE.
Mr. GEORGE M. SMITH.

Instructors in Physical and Manual Training.
Mr. F. W. KNIGHT.
Mr. THOMAS BROWN.
Mr. HARVEY WINCH.

Matron at Templeton Colony.
Mrs. BELLE HEDMAN.

Supervisor at Templeton Colony.
Mr. JOHN HEDMAN.

Members of the Corporation.

Charles Francis Adams, 2d, Concord.
Michael Anagnos, South Boston.
Nathan Appleton, Boston.
Francis J. Barnes, M.D., Cambridge.
Francis Bartlett, Boston.
Mrs. Isabel Barrows, Boston.
Rev. Samuel Barrows, Boston.
Charles P. Bowditch, Jamaica Plain.
George L. Burt, Boston.
Walter Channing, M.D., Brookline.
Charles R. Codman, Boston.
Franklin L. Codman, Dorchester.
Mrs. Alice de V. Clarke, Boston.
Eliot C. Clarke, Boston.
Mrs. Elizabeth E. Coolidge, Boston.
Elbridge G. Cutler, M.D., Boston.
E. R. Cutler, M.D., Waltham.
John S. Damrell, Boston.
John E. S. Damrell, Boston.
Mrs. Emily T. Damrell, Boston.
Thomas W. Davis, Belmont.
Henry G. Denny, Boston.
William A. Dunn, M.D., Boston.
Rev. C. R. Eliot, Boston.
Edw. W. Emerson, M.D., Concord.
Miss Ellen Emerson, Concord.
William Endicott, Jr., Boston.
Walter E. Fernald, M.D., Waltham.
Mrs. Emily A. Fifield, Dorchester.
J. Henry Fletcher, Belmont.
Samuel A. Green, M.D., Boston.
Rev. Edw. E. Hale, Boston.
Rev. C. E. Harrington, Waltham.
Edward D. Hayden, Woburn.
Augustus Hemenway, Boston.
Samuel Hoar, Concord.
Mrs. Helen P. Hoar, Concord.
Miss Abby P. Hosmer, Concord.
Richard C. Humphreys, Boston.
Thomas L. Livermore, Boston.
John Lowell, Boston.
Arthur Lyman, Waltham.
Frederick W. G. May, Dorchester.
John C. Milne, Fall River.
Mrs. Emily M. Morison, Boston.
Mrs. Anna May Peabody, Boston.
Rev. Francis G. Peabody, Cambridge.
Frederick W. Peabody, Boston.
Mrs. Elizabeth B. Perkins, Boston.
Miss Laliah B. Pingree, Boston.
William Taggard Piper, Cambridge.
James J. Putnam, M.D., Boston.
Mrs. Laura E. Richards, Gardiner, Me.
J. Henry Robinson, M.D., Southborough.
Stephen Salisbury, Worcester.
Franklin B. Sanborn, Concord.
Fred'k C. Shattuck, M.D., Boston.
George B. Shattuck, M.D., Boston.
Benj. F. Spinney, Lynn.
Henry R. Stedman, M.D., Brookline.
Mrs. Mabel W. Stedman, Brookline.
Mrs. Elizabeth Stone, Waltham.
Mrs. Helen G. Swan, Brookline.
William W. Swan, Brookline.
C. B. Tillinghast, Boston.
Henry Tuck, M.D., New York.
Mrs. Annie P. Vinton, Boston.
Erskine Warden, Waltham.
John D. Washburn, Worcester.
George A. Washburn, Taunton.
Mrs. Edith Prescott Wolcott, Boston.
Mrs. Kate Gannett Wells, Boston.
F. G. Wheatley, M.D., N. Abington.
Gilman Waite, Baldwinville.
Charles E. Ware, Fitchburg.
Mrs. Mary G. Ware, Lancaster.
Chas. F. Wyman, Cambridge.

Commonwealth of Massachusetts.

TRUSTEES' REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WALTHAM, Oct. 10, 1901.

To the Corporation, His Excellency the Governor, the Legislature, the State Board of Insanity and the State Board of Education.

The trustees have the honor to submit their annual report for the year ending Sept. 30, 1901.

The number of feeble-minded persons of all descriptions now present at Waltham and Templeton is 702; of these, 227 are supported by the Commonwealth in the school department and 107 in the custodial department. There are in the school department 16 pupils who are supported from the income of invested funds, profits from private pupils and profits from beneficiaries of other States; there are 278 inmates supported in the custodial department by cities and towns; there are 39 private pupils supported in whole or in part by parents and guardians; and there are 35 beneficiaries of other States, paying, under the statute in such cases provided, $300 each per year. It may be said here that, although we give in detail the sources of income, no corresponding distinction is made in expenditures. Inmates of every description are charged alike in the accounting, and all share equally so far as may be the advantages derived from the entire income. We have received from the Commonwealth the annual appropriation of $35,000 for the instruction and support of pupils in the school department, also $18,110.07 for custodial cases supported by the Commonwealth. The cities and towns have paid $45,109.54. The current expenses for the year have been $113,676.14, or $3.19 per week for each inmate.

In addition to regular annual appropriation for the year, an appropriation of $25,000 was granted at the last session of the

Legislature for extensions of the hospital and laundry and increase of service plant at Waltham. None of this money has yet been drawn, although contracts have been made for the hospital and laundry additions within the appropriations, or for less than $6,000 each, and work has commenced. The other projected improvements have been suspended to await the result of a petition to be made to the Legislature at the coming session for an appropriation and authority to purchase more land and erect additional buildings at Waltham.

Of the appropriation of $50,000 voted in 1900 to be expended at Templeton, we reported last year that but one-third had been used; this year we have spent rather less than an additional third. So much of the appropriation as remains unspent, $23,292.91, will be sufficient to cover construction expenses at Templeton colony for the year now entered upon; but under the statute a considerable portion of this unexpended balance must be reappropriated.

A classification of our inmates according to age is as follows: —

	Males.	Females.	Totals.
Under 5,	5	1	6
From 5 to 10,	47	23	70
From 10 to 15,	125	65	190
From 15 to 20,	112	75	187
From 20 to 30,	101	78	179
From 30 to 40,	23	27	50
Over 40,	9	11	20
Totals,	422	280	702

Of the routine work at Waltham it is not necessary to speak, further than to say that it has continued to be highly satisfactory. One day at Waltham is very like any other day. There is nothing to add to the excellent story of the institution life told in the report of the superintendent for 1892, which is reprinted from year to year as an appendix to these

reports. We also reprint this year, as an appendix, an instructive paper by Dr. Fernald, read before the National Conference of Charities and Convention in 1893, on the history of the treatment of the feeble-minded. And this is a fitting place to remark that the trustees at the beginning of the current year directed and insisted that Dr. Fernald should take a vacation of a few weeks, for the benefit of his health and for the good of the school. This he did, being absent about two months, in that time visiting schools of the general character of our own, in England, Scotland and on the continent. He needed no further credentials for most cordial reception everywhere when it was learned that he was the author of the paper just mentioned. The most interesting fact observed by Dr. Fernald while away, and reported to the trustees, was the economy with which indigent persons of the grade of those in this school are cared for abroad. Great plants such as are generally provided in this country for heat and light were everywhere absent. He was convinced that our simple cottage system introduced at Templeton is proper and sufficient.

The health of the inmates at Waltham has been unprecedently good; and at the colony the physician's bill for attendance upon 47 boys for eighteen months has been $1, and this was for a surgical operation, sewing up a torn-open thumb, — a trivial matter, it would seem, to report, but it speaks volumes in support of the farm life at Templeton.

The experiment at Templeton, if it may still be so termed, continues satisfactory, although progress there is slower than we at first expected. But the problem is different from the ordinary one of planning and erecting buildings for a large institution, such as we had before us when moving to Waltham. We are founding a true colony, with the intention that it shall eventually be much larger than the parent institution; and with the belief that great numbers of the feeble-minded, after receiving the advantages of the training at the parent institution, can be most economically supported on a farm, where they may be housed in cottages not very much more expensive than buildings in the country occupied by persons of the social grade of our inmates. At the annual meeting a year ago we reported that a double cottage with two large sleeping rooms and a common lavatory between them had been finished, and that 47 big

boys who had been camping at Templeton since the preceding May were moving in. Kitchen and dining room had been provided in an old farm house. At this meeting we are just so far along with a second double cottage and old farm house, and 50 more boys are moving in.

The chief event of the year has been the death of Dr. George G. Tarbell, our president, than whom no man has had more at heart the good of the school, no man has done more to promote the success of the school, no man has been more a help to the feeble-minded of this Commonwealth. Our sense of loss, as entered upon the records of the school at the next meeting of the trustees after his death, was published in the Boston newspapers at the time, and will appear as an appendix when this report is printed. As a further tribute to his memory, we take occasion to insert in the body of this report some account of the growth of the institution during Dr. Tarbell's connection with it, which, with the exception of a few months, had been continuous for twenty-three years.

Dr. Tarbell was appointed assistant superintendent in January, 1878. The office of superintendent, then held by a trustee, was merely honorary; nor was the assistant superintendent resident at the school, being expected to give to it but a small part of his time each day. There were about 80 inmates, most of them of high grade for feeble-minded persons. After an existence of thirty years the entire school had come to correspond to what is now our school department. It had come to be the scheme of the school that the pupils should remain under instruction a few years and then be returned to their homes. Only those who were thought to be improvable by school-room tuition were admitted, and pupils were discharged when found unfit for it, or when they ceased to improve. The institution had come to be no place for the low type of idiot with which the experimental school had its beginning. It had come to be, as it were, a part of the common school system of the Commonwealth, conducted by a corporation mostly at the expense of the Commonwealth.

At the close of his first school year Dr. Tarbell, in his report to the trustees, dwelt upon the large number of pupils discharged because unimprovable, or unsuitable, and the large

number of applicants turned away for the same reason, and represented the need of an asylum or home for such cases as urgent. He was sure that, if the members of the Legislature could hear the pathetic appeals made to him for the reinstatement of children discharged because unimprovable, an asylum would be speedily established. He spoke of the economy with which the affairs of the school had been administered during the year, and of the amount of time he had spent in learning the peculiar deficiencies of the pupils already in the school and investigating the cases of the numerous applicants for admission. The economy in his administration of the school was conspicuous, and his example has been followed from that day. Indeed, such of the trustees as have been long associated with Dr. Tarbell bear witness to his ever-evinced desire that the business affairs of the school should be well managed. This seemed to be with him almost a personal matter and that we have never overrun our appropriations has been largely owing to him.

The allusion in his first report to his study of the deficiencies of the children in the school brings the recollection that he continued to do this for the remainder of his life. For many years his circumstances were such that he could give much personal labor to this charity, and it came about that he knew hundreds of the inmates by name. He learned their peculiarities, and went among them ministering to them. They knew him; and when he died large numbers mourned for him. It is one thing to take interest in a collective and impersonal charity; another thing to do charitable work in contact with the recipient, especially if the recipient be more than ill-favored in appearance. It is one thing to legislate, or suggest legislation, for Charley; it is another thing to put your hand on the grinning idiot's head, and say, "How do you do to-day, Charley; what can I do for you to-day?"

Dr. Tarbell resigned the office of superintendent at the close of the year 1883, having held the office six years. During this time the character of the school became quite different from what he found it, or at least of considerably wider scope. The custodial branch had been organized, and the need of protection for grown feeble-minded females had been recognized. Resort had been had to methods of training that had nothing

to do with the school-room. But when Dr. Tarbell suggested the home or asylum, in 1878, the trustees in their report for that year merely said: —

> The assistant superintendent speaks in his report of the good that may be done by providing for the care of many children who cannot be admitted or retained in the school. There can be no question that an asylum department may be added to our institution, if the means of maintaining it are provided, and that such a department will prove a beneficial charity.

At the end of his second year (1879) Dr. Tarbell urged upon the trustees consideration of the question of removal of the institution to a more suitable location. He said that farm work "developed the slumbering faculties of the boys more rapidly than any other method of education, and rendered them more nearly self-supporting than any other occupation." But the trustees still clung to the feature of book learning and school-room discipline. And now it was upon the score of economy. How to do the most good at the least cost, how to make the appropriation of the State go farthest in direction of relief and improvement, was their study, they said, and this could be done by dealing with high-grade rather than "acute" cases. Yet they represented in their report for that year (1879) that even to keep these high-grade cases in decency and comfort, removing them from the scenes of domestic life, where they must cause at all times anxiety and painful solicitude, and sometimes be subject to the jest of the thoughtless or the jeer of the cruel, would constitute in itself a noble charity. They did not as a body recognize the greater benefit that would be conferred upon communities by removing the worst cases of idiocy from their midst. More than this, several of the trustees of that day had been upon the Board long enough to have been associated with Dr. Howe in the conduct of the school; and he had ever taught, both in these annual reports and in other published papers, that communities and families must suffer the actual presence of this affliction, and make the best of it. This school should help them to make the best of it.

At the end of his third year (1880) Dr. Tarbell again urged the necessity of providing work outside of the school-room for both boys and girls. He had opened a sewing room for the

girls; he had found work for some of the boys in bottoming chairs and making mattresses; they had done much digging and grading about a new building which had been erected upon the little estate, and had planted and cultivated a garden of not more than forty square rods. He would in no way detract from the value of school training and discipline, he said, but still he urged the fact that after a certain but varying age the greatest development for the girls was to be had in work in the sewing room, in the laundry and in ordinary household duties, and for the boys in the rougher parts of farm work. He believed that twenty per cent. of the boys, under proper supervision, could do work enough upon a farm to pay for their keeping. And now the trustees listened. They said, in *their* report for the year (1880): —

> This matter of occupation is a very important one, not to be estimated by the amount of work done, but far more as an agent for stimulating sluggish minds to increased activity. It is interesting to see how eagerly the boys engage in out-of-door work, when any is provided. It suggests a change which has been often urged by our predecessors, viz., that at the earliest practical moment we remove from our narrow city quarters to a country farm. Many of the boys could be more advantageously employed on a farm than in a shop. They could do more for their own maintenance. But what is of vastly greater importance, the out-of-door work, the larger playground, the freer air, would do more to awaken the dull faculties than can be done in the school-room, and in our present confined limits. . . . We commend this matter earnestly to the attention of the Legislature.

And so it came about that just twenty years ago a farm was purchased, to be conducted as a part of the institution. It lay some twenty miles away from South Boston, in Medfield and Dover, and was subsequently known as the Howe farm. And so, also, this same year (1881) a ward was opened at South Boston for the care of unimprovables. A large amount of study was given this year by Dr. Tarbell to the general subject of idiocy. In his report he said he had been much interested in arranging and analyzing the statistics concerning the children under his charge; the investigation had been confined to the 120 cases in the school during the second quarter of the year, and to the histories of their families as gained from

statements given in answer to printed questions, after revision in the light of his personal knowledge of them, and supplemented by information obtained from the matron and attendants. What he said this year (1881) that may have had bearing upon the future growth of the school was, that there was a demand that more provision should be made for unimprovables, and that the best method of answering that demand was a question that would soon require attention. He stated that in two cases which he was obliged to discharge at the end of the preceding term the town authorities felt aggrieved at his action, and very naturally could not understand why, since they contributed their share to the appropriations of the State, they could not have their idiots retained in the school; "adding," he said, "the further forcible argument that the town almshouse was a most unsuitable place for such a child."

The trustees now said (1881) : —

> That the school will be moved to the farm at no distant day, or that in the immediate future there will be established somewhere in the State one or more farm schools for several hundred of the defective children of the State, is highly probable." . . .
>
> That an estate in the country will make the best home for unimprovables is too obvious for argument. . . .
>
> Fortunately, too, an out-of-door life is advantageous, in point of health, for most of these children. Even the girls profit by it in bodily health; and those of them who have sufficient capacity to be taught sewing and housework may with advantage be taught to raise flowers, be employed in the dairy, and even in raising vegetables and cereals.

The school was now conducted very much in accordance with the plans that had been suggested by Dr. Tarbell, and in the reports made by him during the remaining two years we find no more suggestions, but merely modest accounts of the success attending his labors, and some of the results of his study of the general subject of idiocy. But it will be interesting to read a little further from the reports of the trustees at this time, not only to see how fully they were following the doctor's recommendations, how the nature of the school was undergoing change, but to see the prognostications made of the present condition and operation of the school.

Thus in 1882 the trustees said: —

The farm has proved an easy solution of some difficulties. There was a pressure upon the limited accommodations at South Boston, and this has been relieved. There was a serious risk from the presence of so many older boys in a mixed family of such a nature, and this has been averted. The removal of the boys to the farm has freed us from all anxiety on both these points, and thus the whole school has profited by the creation of the new department. Other difficulties may be solved by the same means. One of these is the care of the older girls. To keep them much longer in school-rooms is as unwise as it is impracticable, and yet to send them out without further training into an unprotected life may be to undo all that has been done for them. If they can be retained, and at the same time employed in such a way as to be at least partly self-supporting, their lives will be the brighter and our responsibilities will be more fully discharged. Suppose them transferred to the Howe farm, to a cottage far enough off from the existing house to keep them apart from the boys, and there trained in such household and farm labor as they are fit for. Is it too much to hope that they or some of them might thus be prepared for not unacceptable service in families, where they would find protection as well as employment hereafter?

Many of our pupils can never be trained to support themselves, or even to be welcome members of ordinary families. They need an asylum, in which they may perhaps do some rude work, and where the good habits they have acquired may be preserved. Two cottages, one for boys growing into manhood and the other for girls growing into womanhood, might be built upon the farm, as shelters for those whom it is wiser to retain than to send to their homes or to the almshouse, to which many of them would soon be doomed.

Dr. Tarbell, in his last report as superintendent, after reviewing the work of the six years, said: —

Does not the brief retrospect show you that, even if the trustees adhere to their traditional conservatism, the school must grow?

It should grow, not only in the quantity but in the quality of its work; for, notwithstanding our present well-organized and prosperous condition, improvements can be made in many directions. You will certainly soon be called upon to take care of a larger number. This implies the erection of new buildings as its first step. Your superintendent should be the one to plan your buildings, so that they will be well adapted to the needs of the pupils. To do it well, he should have experience in their peculiar needs. The wrong man at such a time

would entail upon the school the curse so often felt in institutions, — of expensive and poorly arranged buildings, ill adapted to their purposes, and which can never be comfortably or economically administered.

Dr. Tarbell continued in office for about three months after thus tendering his resignation. But his interest in the school did not cease. His successor, in the annual report the following year, refers with gratitude to his readiness and willingness to render advice and assistance on all occasions. At the annual meeting of the corporation, in October, 1884, Dr. Tarbell was elected one of the trustees on the part of the corporation. From that time his personality no longer appears in our records; but the trustees who were his associates, whether for a longer or a shorter period, fondly recollect an almost controlling yet unobtrusive influence exerted by him.

We continue our account of past events with the belief that, with the history of the school for the last twenty-five years before them, our readers will the more readily understand future aims or wants suggested.

The agitation of the question of the enlargement of the school to include unimprovables as well as improvables resulted in the passage by the Legislature of an act (1883) establishing a department for feeble-minded persons who have passed the school age. The act, however, went further, and worked a radical change in the character of the institution, in that it took away its unique position of a private charitable corporation, enjoying the greatest freedom of action, but in truth depending for existence upon liberal appropriations by the Legislature. The only condition of the annual grants had been that a certain number of pupils designated by the Governor should be received and educated. For several years the number had been 55. The grant was now withheld, but in lieu thereof the institution was put upon the same footing in regard to its sources of income, outside of small invested funds, as the State insane hospitals.

The act of 1883 was regarded as hostile to the educational feature of the system. Probably it was construed too strictly, since the trustees were still permitted to receive and educate at the charge of the Commonwealth 55 special pupils, — the

same number that had been the condition of the annual grant. But who of the 144 pupils then in the school should be taken as the 55? The act directed that the support of all inmates who had no property or kindred able to support them should be at the charge of the city or town in which they had a settlement. Accordingly, the trustees felt it their duty to make collections from cities and towns so far as was possible; and this led to the withdrawal of many deserving country children from the school, since their parents would be published in the annual reports of the towns as paupers, or persons who had received town aid. This was a hardship, and recourse was had to the Legislature for a remedy. The trustees represented that it was a requirement of the Commonwealth that every boy and girl within it should attend some sort of a school during a portion of the year at the expense of cities, of towns, of school districts or of parents; that every child within the Commonwealth was entitled of natural right to some sort of an education; that it would be a hardship to compel the towns to open special schools for the few feeble-minded children living within their respective limits, and an impossibility for parents to provide private instruction.

The Legislature listened with favorable ear, and in 1886 an act was passed which restored or established the school department, and put the institution on its present financial footing. The Commonwealth now pays for the maintenance and instruction or training of the pupils in the school department, except the private pupils, a few special pupils and beneficiaries from other States. The Commonwealth also pays for the indigent children in the custodial department who have no settlement. All others are paid for by the cities and towns in which they have a settlement.

Since 1886 the school department has been conducted very much as it was just prior to the legislation of 1883 and 1886, and has been regarded as the highest department of the school, especially by the inmates, or by such of the inmates as have intellect enough to consider the subject at all. In many instances, however, manual training soon takes the place of the ordinary school room instruction. There are now about 125 children studying books.

The custodial department has grown from 57 inmates in 1886

to 381 to-day. Included in the custodial department have been a large number of boys and men of seventeen and eighteen years of age and upwards, some of whom originally entered the school as pupils and some as very young "unimprovable" cases. But the most striking change in our school has resulted from the admission of young women of feeble intellect, and the retention in the school of large girls who have once been pupils in the school department proper. We began to take special charge of these cases in the year 1883. There were then less than 20 of them upon our records; there are now 200, — that is, of 280 females, 200 are of child-bearing age. In 1886 we had grown to the full capacity of the buildings and land at South Boston, and had about 20 boys at the Howe farm. The pressure for the admission of new cases, more especially in the custodial department, when once we had begun to take such cases, including large girls, was so great that it became necessary to move from South Boston. Then after much consideration it was decided that the Howe farm for various reasons would not fill the wants of an institution of some 500 inmates, to which number we felt we must speedily grow. The result was that we moved to our present location at Waltham, beginning to make the movement in 1889. The appropriation for the land ($20,000) was voted in 1887. The first appropriation for the buildings ($200,000) was voted in 1888. First we bought another adjacent farm and moved to it the boys from the Howe farm. Our big boys were pioneers at Waltham, just as they have since been at Templeton, and here did much valuable work of the same character that they are now doing at Templeton. Then we built a large asylum building, complete in itself, and moved to it (1890) about 160 cases, 20 of them feeble-minded women. Next we built the administration building, a dormitory for boys and men, a dormitory for girls, a school building and a laundry. We built another dormitory for boys and men and another for feeble-minded women. All these buildings are "well adapted to the needs of the pupils." They were planned for the most part by our present accomplished and experienced superintendent, who came to us in 1887, when we were first contemplating the move to Waltham. In 1896 we saw that our land in Waltham was not sufficient in extent to afford farm work to the ever-increasing numbers of

large boys and men; and after much thought we came to the conclusion that an enlargement of the institution, by establishing an overflow colony at a distance, where land would be cheap and work would be plenty, would be the wisest course. We were most successful in finding land at a reasonable price for such colony, and our success in this direction is assured.

The principal department of the Massachusetts School for the Feeble-minded is now the custodial department, and the protection of feeble-minded women is its most important office. Idiocy cannot be cured. A mind defective at birth, no matter how much it may be developed in any direction, can never be made sound. Inherited defects in mind and body will remain in great degree. The greatest safeguard of the State against idiocy is the prevention of the procreation of children by idiotic and feeble-minded parents.

This is now universally recognized among philanthropists. Investigation, recently made by Dr. Butler, the secretary of the Indiana State Board of Charities, very much in line with investigations made by Dr. Tarbell in our institution twenty years ago, but more extended, developed the fact that in a group of 241 families, in which there were two or more generations, there were 970 persons who were blood relations. Of the 241 families, 221 had two generations of feeble-mindedness, 16 had three generations, 3 families had four generations and 1 had five generations. His conclusion was that the State should retain control of these grown-up children for life.

"Never," says Dr. Butler, in a paper read before the National Association for the Advancement of Science, at Denver, in August last, "did we appreciate so strongly as we do to-day the untold misery and accumulating expense caused by the lack of control of our feeble-minded population. Their fecundity and animal instincts make them fit subjects for consideration, both on financial and moral grounds, to say nothing of the dangers that beset those of strong minds who have weak bodies. Its solution lies in an intelligent and general knowledge of the subject by the public, preventative measures by legal marriage restrictions and other means, the education of feeble-minded children and the custodial care of feeble-minded women."

Again, Dr. Butler says: "While it is easily possible for parents of normal faculties, through dissipation, vice or dis-

ease, to produce feeble-minded offspring, there seems to be no method by which the tendency can be reversed, and the degeneration thus easily accomplished, displaced by regeneration and restoration in succeeding generations. Usually, and in a large number of cases, feeble-minded children are the offspring of feeble-minded parents. It is equally true that in a majority of cases the children of feeble-minded parents are feeble-minded."

Dr. Jarvis, the lieutenant of Dr. Howe in founding this school, wrote in 1849: "Humanity requires that the succession of idiots should be arrested. Yet many weak-minded persons and some simpletons marry, and leave another generation more weak or simple than themselves."

What, then, shall be done with the feeble-minded females whom of necessity this Commonwealth must support and protect, or who under the present law must become a charge upon the cities and towns? It is our belief that it is for the best interest of all concerned that they shall be intrusted to our care. The almshouse is not a fit place for them. If protection is to be afforded, we can do the work with economy, since we make them extremely useful in caring for little children, besides doing the laundry work and a large amount of ordinary household work. Experience has told us that it would be hard to find a substitute for the excellent service of these women as helpers to the attendants. They may not bear children, but they care for children with the tenderness and affection that normal little maidens bestow upon their dolls. Thus they may do the best of woman's work.

Up to a recent period it has been a hope, and perhaps a general opinion, that many of our feeble-minded females would be sent to Templeton. We have seen that twenty years ago the trustees contemplated opening a cottage for the older girls on the Howe farm, and in like manner some persons have supposed that as matter of course we should soon begin to erect cottages for our women at Templeton, just such as we have built and are building for our big boys, and that our overflow women would find plenty of suitable out-of-door employment. When in these reports we urged the purchase of land for the colony experiment, we drew pictures of rustic scenes, in which these big girls were at work in flower and kitchen gardens, in

the dairy, among bee-hives, etc. But reflection tells us that it would never be safe to bring them into the neighborhood of our boys, who are wandering freely over the whole estate. We should thus promote the evil which we wish to restrain, to say nothing of the effect upon the surrounding communities of a large invasion of women of this description. The passive weakness of the women is not the whole curse. Dr. Jarvis wrote in 1849: "The most lamentable and certain, though less frequent, cause of congenital idiocy, is the lasciviousness of some female idiots, whose illegitimate offspring are almost always like themselves, — idiotic and lustful."

Doubtless the time will come when we may care for women in colonies, but that will be a time when we can build higher fences than we have found necessary to provide at Waltham, or we must employ proportionally more attendants than we have found need for at Waltham. For a long time yet it will be difficult to get suitable attendants for service at Templeton, and probably wherever the feeble-minded women are located, they must be housed in buildings of a much more substantial character than those occupied by the boys. Only the cottage system is suitable at Templeton. The ordinary institution system, with large buildings, must serve for Waltham.

The feeble-minded women's department fills out our institution and makes it as nearly as may be complete. We properly maintain our school department at Waltham. At Templeton we have our big boys. At Waltham, again, we have our very young people, and many boys in training who from time to time as they grow up will be sent to Templeton; and we have at Waltham our forever weak and helpless inmates, young and old.

If we assume the custody of more of these unfortunate girls and women, we can readily take charge of large additional numbers of young children of both sexes. This we may do if an addition of some twenty or more acres of land is made to grounds at Waltham and a few more buildings erected; but no substantial increase of our numbers in any class can be made at Waltham without increase of territory there.

The laundry, as it is soon to be enlarged under an appropriation of last year, will be of sufficient working capacity to fill the wants of 1,000 inmates. The hospital can from time to

time be enlarged as needed without loss of old plant. We should need new kitchen and storage facilities, and largely increased accommodations for attendants. As stated above, we have undertaken extension in this direction already, and work in relation thereto has been suspended until it shall be determined whether the Waltham part of the school shall be substantially enlarged.

The question arises, similar to one which arose twenty years ago, when the big boys were moved from South Boston to the Howe farm, whether it will not be advisable to adopt the policy of eventually abandoning Waltham altogether, and removing the entire school to Templeton, and perhaps establishing additional colonies from Templeton as headquarters. To us, however, it seems that we can never withdraw our school department, nor our young children while they remain young, from the immediate neighborhood of Boston or from the thickly settled portion of the State. The parents and guardians must have the opportunity, without too great expense, to visit our inmates of these descriptions. This was the belief of the trustees ten years ago, when the school was removed to Waltham, instead of to the Howe farm at Medfield and Dover.

We therefore shall petition the Legislature the coming winter for an appropriation and authority to purchase additional land at Waltham for the purpose of the school, as near as may be to our present location. We think it would be well to make provision for 1,000 inmates in all at Waltham. We have now accommodations for about 650. The amount of the appropriation to be asked for is not yet determined.

CHARLES FRANCIS ADAMS, 2d,
FRANCIS J. BARNES,
FRANCIS BARTLETT,
ELIZABETH E. COOLIDGE,
JOHN S. DAMRELL,
THOMAS W. DAVIS,
SAMUEL HOAR,
WILLIAM W. SWAN,
CHARLES E. WARE,
FRANK G. WHEATLEY,
CHARLES F. WYMAN,

Trustees.

At the regular quarterly meeting of the trustees, held Jan. 10, 1901, it was —

Voted, That the statement read by the vice-president be accepted and entered upon the permanent records of the school, viz. : —

George Grosvenor Tarbell, M.D., of Boston, died on Friday, Dec. 28, 1900, in his sixtieth year, and on the last afternoon of the nineteenth century was buried with his fathers in his native town of Lincoln.

From 1878 to 1883 he was the assistant superintendent of this school, — since 1884 constantly a trustee, and for the last year its president. His identity with the school was complete; there was no scheme for its development, no new plan of administration, no change in its method of education or control, but bore his impress. He had a capacity for detail, coupled with a wise breadth of view. His efforts here were crowned with remarkable success. They were always productive of results. To his habit of accomplishing his object we largely owe the right to boast that we have never exceeded our appropriations. His untiring, incessant watchfulness and devotion to duty made him a model servant of the Commonwealth. His earnest, modest, affectionate, helpful life among us enriched our association with him, and, having ended, has left us poor indeed. We now appreciate how much we all leaned upon him.

He had a genius for helpful friendship, and out of the good treasure of his heart he constantly brought forth that which is good. The public service and the charitable effort of most of us is attended in some degree by fame or at least by appreciation; but this man chose to devote the best energies of his life to those afflicted ones who could little estimate their value, and could never reciprocate even in gratitude. He did unto those what he knew it was impossible that they should ever do for him.

We, his associates, enter on our records this statement, speaking for the Commonwealth, and for ourselves, and for the unfortunates in our charge.

"Inasmuch as ye have done it unto one of the least of these, ye have done it unto Me."

SUPERINTENDENT'S REPORT.

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,
WAVERLEY, Oct. 10, 1901.

To the Trustees of the Massachusetts School for the Feeble-minded.

I hereby submit the following annual report for the year ending Sept. 30, 1901: —

	Males.	Females.	Totals.
Number present Sept. 30, 1900,	412	268	680
Admitted during year,	52	32	84
Whole number present,	464	300	764
Discharged during year,	32	14	46
Died during year,	10	6	16
Number present Sept. 30, 1901,	422	280	702
Average number present,	413	271	684
School cases admitted,	21	17	38
Custodial cases admitted,	31	15	46
Private pupils now present,	24	15	39
Massachusetts school beneficiaries,	148	79	227
Cases supported by income of invested funds,	10	6	16
Custodial cases supported by State,	63	44	107
Custodial cases supported by cities and towns,	152	126	278
Beneficiaries of other New England States,	25	10	35
Applications for admission during year,	–	–	256

Of the 84 admissions, 20 males and 14 females were over fourteen years of age; 12 were transferred to the school from the State Hospital at Tewksbury, 4 from the Girl's Industrial School and two each from the Lyman School and the Taunton and Worcester hospitals for the insane.

Of the 46 discharges, 32 were kept at home by their friends; 5 ran away to their homes and were not returned; 4 were com-

mitted to the insane hospitals; 2 were discharged as not feeble-minded, but incorrigible; 2 were kept at home to work for regular wages; and 1 was discharged by request of overseer of the poor.

There were 16 deaths during the year. Of these, 6 resulted from tuberculosis, 3 from meningitis, 2 from organic brain disease, and 1 each from capillary bronchitis, epilepsy, influenza, septic endocarditis and valvular heart disease.

Our large family has enjoyed unusually good health. We have had no cases of contagious or infectious diseases, except one case of typhoid fever, which developed within a few days of admission.

The current expenses for the past year have amounted to $113,676.14, or $3.19 per week for each inmate.

The work of the school has been carried on uninterruptedly on the general lines described in detail in former reports. We have been fortunate in having few changes in our efficient and faithful staff of officers and teachers. It gives me great pleasure to testify to the cheerful and willing spirit in which the difficult and trying work of the school has been performed.

The Legislature at the last session granted a special appropriation of $25,000 for making additions to the present hospital, laundry and store rooms, and for a dining room and sleeping rooms for employees, as requested by the trustees in the last annual report.

Contracts have been let for the enlargement of the hospital, laundry and smoke stack, and these buildings are now under construction. The contract price for the hospital was $5,419, and for the laundry and smoke stack $5,682. To these sums should be added the cost of the rough stone foundation at $3 per perch, and the cost of the steam piping, which will be put in by our own mechanics. The total cost is well within the estimate.

In view of the insistent pressure for the admission of pupils and the urgent demand from State officials for additional accommodations for all classes of the feeble-minded, the trustees decided to defer until next year the alterations and additions to the administration building for store rooms, dining room and sleeping rooms for employees.

The extension of the service plant provided for in this year's

special appropriation barely provides for the comfortable housing of our present staff. Indeed, we now feel that we greatly need a detached building to provide suitable sleeping and recreation rooms for those of our hard-worked attendants who still have sleeping rooms opening out of and practically a part of the large, noisy wards. This building would correspond to the "nurses' homes" of the hospitals. If we are to add to the number of inmates here at Waltham, the administrative plant must be correspondingly enlarged.

In order to care for 1,000 inmates, 400 more than our present number, we would have to build four or more dormitory buildings, on the general plan of the present north building or northwest building. Additional school and training rooms would have to be provided, either by enlargement of present school building or by building a new school house. Our plan for providing for present domestic needs in the way of more store rooms, dining rooms, sleeping rooms, etc., could be expanded proportionally on the basis of 1,000 inmates.

The necessary enlargement of the heating and electric lighting plants would be entirely practicable. The water supply would probably have to be increased by putting in a larger supply pipe from the city service.

If a new detached house was built for the superintendent, the rooms in the administration building now occupied by him could be used by teachers and other officers. The present six large dormitory buildings are practically complete in themselves, and would not be changed in any way. The laundry, when present additions are completed, will handle the laundry work for 1,000 inmates with the corresponding number of employees. New cottage hospital blocks could be added as needed, without change to present hospital.

The institution at Waltham, as it now stands, cost a little over $600 per inmate. The capacity of the school could be increased to 1,000 inmates at about the same aggregate per capita cost.

There is no question as to the emphatic public demand for much greater provision for the care of the feeble-minded in this State. If such provision is not made here at Waltham, a new school should be established elsewhere.

During the past year there have been 256 applications for admission. This number would be much larger if it were not

generally known by physicians and at the hospitals and dispensaries that the school was already overcrowded. During the past ten years we have had 2,219 applications, and have admitted only 914. At least 80 per cent. of these applicants live in the metropolitan district.

We feel that at our Templeton colony we have a practical and economical solution of the problem of housing and caring for the class of adult, able-bodied male feeble-minded persons. In the fifty-second annual report we said: "It should be understood that the simple buildings and the simple conditions of living proposed are applicable only to this adult, able-bodied class of the feeble-minded. For our young school pupils or our helpless custodial cases we could not suitably provide at less expense than we have done here at Waltham."

We have had a very satisfactory year at our farm colony at Templeton. The first group of 50 boys and the employees who live with them and care for them moved from their temporary camp into the renovated farm house and the adjoining new dormitories at the beginning of the new year. These buildings as arranged provide most comfortable and homelike accommodations, and have proved entirely satisfactory in winter and in summer. The boys were kept busy during the winter cutting and teaming firewood, storing ice and hauling lumber, stone, sand, etc., for future building operations. Since spring opened they have been very busy grading, excavating basements, water trenches, sewers, etc. The construction work done by these boys, if done by hired workmen, would have cost us a sum equal to the entire cost of their maintenance for the year. The boys have enjoyed the most robust health, and have been thoroughly happy and contented; indeed, there has been a noticeable improvement in the mental condition of our "colonists;" nearly every boy has become appreciably more intelligent, capable and self-reliant.

The third group of buildings, located near the centre of the estate, to consist, like the other two, of one of the original farm houses with near-by new dormitories, toilet rooms, etc., to accommodate 50 inmates, is now under construction, and will be roofed in before winter and ready for occupancy early in the coming summer. The lumber, brick, etc., for these buildings have been paid for and delivered on the ground. The new steam laundry for the colony is in successful operation.

The buildings now completed and the other improvements have been constructed at an expense well within our approximate estimates. The appropriation of 1898 for building, etc., for the colony was $50,000; we have expended to date $26,707.09, leaving a balance of $23,292.91. This sum will be sufficient to complete the sewerage plants for the three groups of buildings, to put in a permanent water supply, to build a house for the superintendent, — in fact, to do all the work contemplated in the original plan and estimate. We cannot economically complete all of this work during the present year. The unexpended balance of the appropriation will lapse unless reappropriated by the Legislature.

I cannot close this report without expression of my deep sense of personal loss in the death of Dr. Tarbell, our honored and beloved president. I cannot express in words my heartfelt appreciation and gratitude for the judicious advice, the friendly criticism and the many kindnesses which I have received from him. For nearly fourteen years I was in almost daily consultation and association with him concerning the management of the school. Scarcely a step was taken without consulting him, and to him the school is indebted for its most distinctive and successful features. I know, as none else can know, how freely he gave of his time and thought and strength, often at great personal sacrifice, to the study of the problems connected with the selection of the land at Waltham, the arrangement and plan of the new buildings, the reorganization and routine work of the school, and the selection of the site for the colony, and its development. For him no detail was too small, no difficulty too great. His interest and enthusiasm for the welfare of the school never flagged. He was keenly interested in the personal welfare and happiness of the children. He never willingly missed attending the holiday festivals of the children. He knew many of them by name, and they all knew him and loved him. In losing him, the feeble-minded of this State have lost their best friend.

Respectfully submitted,

WALTER E. FERNALD,
Superintendent.

DR. MASSACHUSETTS SCHOOL FOR FEEBLE-MINDED *in account with* RICHARD C. HUMPHREYS, *Treasurer.* CR.

October, 1900–1901.			October, 1900–1901.		
To payments during the year, viz.: —			By receipts, as follows: —		
Rent box safety vault,		$10 00	Balance from last account,		$1,457 91
Auditor's warrants for current expenses,		117,178 80	Income from funds,		2,190 64
Improvements at Templeton,		13,592 97	Collections at school, viz.: —		
Investment, 6 Illinois Central Bonds, at 104⅞ and interest,		6,338 50	Board and tuition (including $18,110.07 for board of State custodial cases),	$79,455 81	
			Clothing,	1,008 87	
			Sales,	576 74	
					81,041 42
			State of Massachusetts, annual allowance,		35,000 00
			Securities paid by liquidation,		36 00
			State of Massachusetts, for improvement at Templeton,		13,592 97
			Legacy under will of Rebecca A. Goddard,		1,000 00
			Balance due treasurer,		2,801 33
		$137,120 27			$137,120 27

RICHARD C. HUMPHREYS, *Treasurer.*

BOSTON, Oct. 8, 1901.

I have examined the foregoing account, and found the same correctly cast and properly vouched, and showing a balance due the treasurer of $2,801.33.

CHAS. F. WYMAN, *Auditor.*

ANALYSIS OF CURRENT EXPENDITURES

OF

MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED,

FOR THE YEAR ENDING SEPT. 30, 1901.

Bed and table linen,	$3,033 48
Butter, 12,983 pounds,	2,149 70
Clothing and clothing material,	6,799 41
Coal,	5,665 67
Coffee, 875 pounds,	155 19
Construction, improvements and repairs,	7,434 17
Electric supplies, lamp, etc.,	204 33
Entertainments, holidays,	725 52
Express and freight,	1,477 39
Fertilizer, vines, seeds, etc.,	1,622 67
Fish, 13,599 pounds,	555 22
Flour and meal,	4,197 58
Fruit and berries,	594 59
Furnishings,	1,713 04
Groceries,	1,775 05
Hardware and crockery,	1,189 69
Ice,	402 10
Insurance (boilers),	65 00
Laundry supplies,	1,227 35
Manual training supplies,	288 00
Meat, 76,713 pounds,	6,135 02
Milk, 126,579 quarts,	5,945 24
Nursing, medicine and extra medical attendance,	710 33
Oil,	282 43
Postage,	163 08
Potatoes and other vegetables,	1,986 98
Rent of safe (treasurer),	10 00
Returning runaways,	29 42

Rice and sago,	$821 55
School materials, books, papers,	560 64
Small wares, buttons and thread,	460 55
Stable, grain, hay, etc.,	3,308 44
Stationery, printing,	339 49
Stock,	1,015 91
Sugar, 36,028 pounds,	1,882 08
Sundries,	34 89
Superintendence and instruction,	9,974 51
Tea, 495 pounds,	167 10
Telephone rent and repair,	384 20
Tools and agricultural implements,	190 75
Travelling expenses,	526 11
Tuning and repairing pianos,	35 00
Wages and labor,	35,113 27
Wagons, harnesses and blankets,	1,108 00
Water tax,	1,216 00
Total,	$113,676 14

Appendix A.

The classification of the school and the methods of training and instruction followed are set forth at length in portions of the superintendent's report for previous years, here reprinted: —

The plan of detached and separate departments greatly facilitates the proper classification of our inmates, according to age and mental and physical condition, and helps us to secure to each inmate the consideration of individual wants and needs so hard to get in a large institution, where the inmates are massed in one huge building. As we are now arranged, our inmates are classified as follows: at the girls' dormitory are the girls of school grade; at the boys' dormitory are the boys of the school department; at the north building are the adult males of the lower grade, the cases requiring much personal care and attention; at the west building are the young and feeble boys, requiring much hospital care, and the females of the lower grade; at the north-west building are the adult females who are in good bodily health, many of them graduates of our school department, and all of whom are employed in the various domestic departments of the institution; at the farm house are the adult males who are regularly employed in the farm work. Each of these departments has a competent matron, who lives in the building and devotes her entire time and attention to the supervision of the personal care of the children in that department. Thus we have divided our institution into six comparatively small families, each with distinctive and peculiar needs and all under the same general management. This plan retains all the benefits of a small institution and secures the manifest advantages of a large one.

We have a larger number of pupils under instruction in the schoolrooms than ever before. In trying to secure to each child the greatest improvement possible, we have been compelled to rearrange and modify our school work in some respects. In one way the increased number of pupils has simplified the work, as we are now able to so classify and grade our pupils that class work has very largely taken the place of much of the individual teaching necessary when we had

a smaller number. There are distinct advantages to the child in placing him in a group of children with capacities and needs similar to his own. He profits by the mistakes of his fellows, and feels the stimulus of healthy rivalry. The teacher gives each child a larger share of her time, and is able to retain the attention of the whole class. Our school children are separated into eight well-defined grades, classified much as are the children in the lower grades of the common schools. There is a regular progression from the lower to the higher grades, and the pupils are promoted as soon as they are qualified. No pupil is in the school-room more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and out-door recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans

of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the *accurate doing* is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school-room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of seven hundred inhabitants. As far as possible we try to illustrate the various

phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds,

wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about twenty children has its separate and distinct playground in the shady grove. All of these playgrounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their playground, accompanied by the attendant, who directs and assists in their games and sports.

In the living-room of every family is a liberal supply of bright-colored building blocks, picture books and playthings of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The playthings are provided not as luxuries but as necessities, if we wish to approximate normal mental development. A recent writer well says: "To acquire alert minds children must be alert, and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized. One Saturday afternoon last winter over three hundred children were out coasting at one time.

At least once a week during the school year some evening entertainment is provided for the children. Last year forty-four consecutive weekly entertainments were given, consisting of concerts, readings, school exhibitions, tableax, minstrel shows, a masquerade ball, dramatic performances and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic-lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children, and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for mis-

demeanor or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is located on the playground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, a calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs and even snakes, and a bear. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the school-rooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. The 4th of July is celebrated with all the noise and pomp of the most ambitious village. In the morning there is a parade of antiques and horribles, followed by a formal and dignified procession made up of four military companies, the baseball nines and the firemen, headed by the drum corps, all in uniform, who make a tour of the different buildings, where the children enthusiastically and vociferously greet them with the noise of tin horns, torpedoes and firecrackers. Then all the children, officers and teachers fall in the rear of the procession and march to the grove, where a picnic dinner is served, consisting of sandwiches, cake, ice cream, fruit and lemonade, — all in great abundance. In the afternoon the entire family adjourns to the campus to witness a long programme of athletic sports. This includes a baseball match, tug-of-war contest, running, hurdle and other races, etc.; in fact, the conventional New England 4th of July celebration. The eager contestants in the games and races are the boys and even some of the girls, who have been in training for a long time beforehand. The winners are rewarded with glittering badges, which are carefully preserved and proudly worn for a long time afterwards. In the evening a good display of fireworks ends the festivities of the day.

At Christmas the hall is gayly decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories, and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behavior.

Appendix B.

HISTORY OF THE TREATMENT OF THE FEEBLE-MINDED.*

By Walter E. Fernald, M.D.

The first recorded attempt to educate an idiot was made about the year 1800, by Itard, the celebrated physician-in-chief to the National Institution for the Deaf and Dumb at Paris, upon a boy found wild in a forest in the centre of France, and known as the "savage of Aveyron." "This boy could not speak any human tongue, and was devoid of all understanding and knowledge." Believing him to be a savage, for five years Itard endeavored with great skill and perseverance to develop at the same time the intelligence of his pupil and the theories of the materialistic school of philosophy. Itard finally became convinced that this boy was an idiot, and abandoned the attempt to educate him.

In the year 1818, and for a few years afterward, several idiotic children were received and given instruction at the American Asylum for the Deaf and Dumb at Hartford, and a fair degree of improvement in physical condition, habits and speech was obtained.

In the year 1828 Dr. Ferret, physician at the Bicêtre in Paris, attempted to teach a few of the more intelligent idiots who were confined in this hospital to read and write and to train them to habits of cleanliness and order. In 1831 Dr. Fabret attempted the same work at the Salpetrière; and in 1833 Dr. Voisin opened his private school for idiots in Paris. None of these attempts was successful enough to insure its continuance.

In 1837 Dr. E. Seguin, a pupil of Itard and Esquirol, began the private instruction of idiots at his own expense. In 1842 he was made the instructor of the school at the Bicêtre, which had been reopened by Dr. Voisin in 1839. Dr. Seguin remained at the Bicêtre only one

* Reprinted from the report of the proceedings of the Twentieth National Conference of Charities and Correction, held at Chicago, June, 1893.

year, retiring to continue the work in his private school in the Hospice des Incurables. After seven years of patient work and experiments and the publication of two or three pamphlets describing the work, a committee from the Academy of Sciences at Paris in 1844 examined critically and thoroughly his methods of training and educating idiot children, and reported to the Academy, giving it the highest commendation, and declaring that, up to the time he commenced his labors in 1837, idiots could not be educated by any means previously known or practised, but that he had solved the problem. His work thus approved by the highest authority, Dr. Seguin continued his private school in Paris until the Revolution, in 1848, when he came to America, where he was instrumental in establishing schools for idiots in various States.

In 1846 Dr. Seguin published his classical and comprehensive "Treatise on Idiocy," which was crowned by the Academy, and has continued to be the standard text-book for all interested in the education of idiots up to the present time. His elaborate system of teaching and training idiots consisted in the careful "adaptation of the principles of physiology, through physiological means and instruments, to the development of the dynamic, perceptive, reflective and spontaneous functions of youth." This physiological education of defective brains, as a result of systematic training of the special senses, the functions and the muscular system, was looked upon as a visionary theory, but has been verified and confirmed by modern experiments and researches in physiological psychology.

Dr. Seguin's school was visited by scientists and philanthropists from nearly every part of the civilized world, and, his methods bearing the test of experience, other schools were soon established in other countries, based upon these methods.

In 1842 Dr. Guggenbuhl established a school upon the slope of the Abendenberg in Switzerland, for the care and training of cretins, so many of whom are found in the dark, damp valleys of the Alps. This school was very successful in its results, and attracted much attention throughout Europe. At Berlin, in 1842, a school for the instruction of idiots was opened by Dr. Saegert. In England the publication of the results of the work of Drs. Seguin, Guggenbuhl and Saegert, and the efforts of Drs. Connolly and Reed, led to the establishment of a private school at Bath in 1846, and later to the finely appointed establishments at Colchester and Earlswood.

The published description of the methods and results of these European schools attracted much interest and attention in America. In this country the necessity and humanity of caring for and scientifically treating the insane, the deaf and dumb and the blind, had become the policy of many of our most progressive States. The class

of helpless and neglected idiots who had no homes as a rule were cared for in jails and poorhouses. A few idiots who had been received at the special schools for the deaf and dumb and the blind showed considerable improvement after a period of training. Other cases who were especially troublesome had been sent to the insane hospitals, where it was shown that the habits and behavior of this class could be changed very much for the better. In their reports for 1845 Drs. Woodward and Brigham, superintendents of the State insane hospitals in Massachusetts and New York respectively, urged the necessity of making public provision for the education of idiots in those States. On the 13th of January, 1846, Dr. F. P. Backus, a member of the New York Senate, made the first step toward any legislative action in this country in behalf of idiots, by moving that the portion of the last State census relating to idiots be referred to the committee on medical societies, of which he was chairman. On the following day he made an able report, giving the number of idiots in the State, a brief history of the European schools, with a description of their methods and results, and showed conclusively that schools for idiots were a want of the age. On the 25th of March following he introduced a bill providing for the establishment of an asylum for idiots. The bill passed the Senate, but was defeated in the Assembly.

In Massachusetts, on the 23d of January in the same year, 1846, Judge Byington, a member of the House of Representatives, moved an order providing for the appointment of a committee to "consider the expediency of appointing commissioners to inquire into the condition of idiots in the Commonwealth, to ascertain their number, and whether anything can be done for their relief." This order was passed, and, as a result, a board of three commissioners was appointed, of which Dr. S. G. Howe was chairman. This commission made a report in part in 1847, which included a letter from Hon. G. S. Sumner, in which he described in glowing terms the methods and results of the school of Dr. Seguin in Paris. In March, 1848, the commission made a complete and exhaustive report, with statistical tables and minute details, and recommended the opening of an experimental school. This report was widely circulated and read throughout America and Europe, and furnishes to-day the basis of cyclopedic literature on this topic.

By a resolve passed on the 8th of May, 1848, the Legislature appropriated $2,500 annually for the purpose of establishing an experimental school, with the proviso that ten indigent idiots from different parts of the State should be selected for instruction. This act founded the first State institution in America. The first pupil was received on the 1st of October, 1848. The direction of the school was undertaken by Dr. Howe, and for several years was carried on

in connection with the Perkins Institution for the Blind, of which he was the director. Mr. J. B. Richards, an able instructor, was engaged as teacher, and went to Europe to study the methods of the foreign schools. The school was considered so successful that at the end of three years the Legislature doubled the annual appropriation, and by incorporation converted the experimental school into a permanent one, under the name of "The Massachusetts School for Idiotic and Feeble-minded Youth."

Two months after the Legislature had authorized the establishment of the Massachusetts school, a private school was opened at Barre, Mass., by Dr. H. B. Wilbur, the first pupil being received in July, 1848. In the modest announcement of the project Dr. Wilbur says: "This institution is designed for the education and management of all children who by reason of mental infirmity are not fit subjects for ordinary school instruction." The school was organized on the family plan. The pupils all sat at the same table with the principal, and were constantly under the supervision of some member of the family in the hours of recreation and rest as well as of training. This private school has been continued on the same plan, and has been very successful and prosperous under the administration of Dr. Wilbur and that of his able successor, the late Dr. George Brown.

In the State of New York the legislative attempt defeated in 1846 was renewed in 1847, and this bill also passed the Senate, to be again defeated in the Assembly. The necessity for action was urged in the Governor's annual messages in the years 1848, 1850 and 1851. Finally, in July, 1851, an act was passed appropriating $6,000 annually, for two years, for the purpose of maintaining an experimental school for idiots. A suitable building, near Albany, was rented, and the school opened in October, 1851. The trustees selected for superintendent Dr. H. B. Wilbur, who had so successfully organized and conducted the private school at Barre, Mass., for more than three years previously. In the first annual report of the trustees, published in 1851, the aims and purposes of the proposed school were summed up as follows: —

> We do not propose to create or supply faculties absolutely wanting, nor to bring all grades of idiocy to the same standard of development or discipline, nor to make them all capable of sustaining creditably all the relations of a social and moral life; but rather to give to dormant faculties the greatest possible development, and to apply these awakened faculties to a useful purpose under the control of an aroused and disciplined will. At the base of all our efforts lies the principle that, as a rule, none of the faculties are absolutely wanting, but dormant, undeveloped and imperfect.

This school attracted much attention from educators and others, and was frequently and critically inspected by the members of the

Legislature and other State officials. On the 11th of April, 1853, the Legislature authorized the erection of new buildings. The citizens of Syracuse donated the land, and the corner-stone of the first structure in this country built expressly for the purpose of caring for and training idiots was laid Sept. 8, 1854. The school at Syracuse continued under Dr. Wilbur's direction until his death, in 1883. In this school the physiological method of education has been most thoroughly and scientifically carried out, and a high degree of success attained.

Pennsylvania was the third State to take up the work. In the winter of 1852 a private school for idiots was opened in Germantown, by Mr. J. B. Richards, the first teacher in the school at South Boston. This school was incorporated April 7, 1853, as the Pennsylvania Training School for Idiotic and Feeble-minded Children. The first money received for its support was raised by private subscription, and the State contributed an equal sum. In 1855 the present site at Elwyn was secured, and the foundations laid for the present magnificent institution village, with nearly a thousand inmates.

The Ohio institution at Columbus was established April 17, 1857, and pupils were received the same year. The State of Ohio has from the beginning provided for her feeble-minded children on a more liberal and generous scale than any other State. The Columbus institution, with its substantial buildings and splendid equipment, its admirably conducted school and industrial departments, has been made one of the best institutions in the world devoted to the care and training of this special class.

In Connecticut, in 1855, a State commission was appointed to investigate the conditions of the idiotic population, and to consider the advisability of making suitable provision for the education of this class. The report of this commission resulted in the establishment of the Connecticut School for Imbeciles at Lakeville, in 1858, under the superintendency of Dr. H. M. Knight. This school, although aided by the State, has been largely supported by private benevolence and payments from private pupils.

The Kentucky institution, at Frankfort, was opened in 1860. For many years previously the State had granted an allowance of $50 per annum to each needy family afflicted with the burden of a feeble-minded child. In Illinois an experimental school for idiots and feeble-minded children was opened in 1865, as an offshoot of the school for deaf-mutes at Jacksonville. In the course of a few years this school obtained a separate organization, and new institution buildings were constructed at Lincoln and occupied in 1873. The Hillside Home, a private school, was opened at Fayville, Mass., in 1870.

Thus, up to 1874, twenty-six years after this work was begun in America, public institutions for the feeble-minded had been established in seven States. These institutions then had under training a total of 1,041 pupils. There were also the two private institutions in Massachusetts at Barre and Fayville, with a total of 69 inmates.

The early history of these pioneer State institutions in many respects was very similar. They were practically all begun as tentative experiments, in the face of great public distrust and doubt as to the value of the results to be obtained. In Connecticut the commissioners found a "settled conviction of a large majority of the citizens of the Commonwealth that idiots were a class so utterly helpless that it was a waste of time even to collect any statistics regarding them." Very little was known of the causes, frequency, nature or varieties of idiocy, or of the principles and methods to be employed in successfully training and caring for this class of persons. The annual reports of the early superintendents, Drs. Howe, Wilbur, Brown, Parrish and Knight, exhaustively considered the subject in all relations, and graphically presented to legislators and the public convincing and unanswerable reasons as to the feasibility and necessity of granting to feeble-minded children, according to their ability, the same opportunities for education that were given to their more fortunate brothers and sisters in the public schools.

All of these schools were organized as strictly educational institutions. In one of his earlier reports Dr. Howe says: "It is a link in the chain of common schools, — the last, indeed, but still a necessary link, in order to embrace all the children in the State." Again, he says: "This institution, being intended for a school, should not be converted into an asylum for incurables." Dr. Wilbur, in his seventh annual report, says: "A new institution in a new field of education has the double mission of securing the best possible results, and at the same time of making that impression upon the public mind as will give faith in its object." With the limited capacity of these schools as established, it seemed best to advocate the policy of admitting only the higher-grade cases, where the resulting improvement and development could be compared with that of normal children.

It was hoped and believed that a large proportion of this higher-grade or "improvable" class of idiots could be so developed and educated that they would be capable of supporting themselves, and of creditably maintaining an independent position in the community. It was maintained that the State should not assume the permanent care of these defectives, but that they should be returned to their homes after they had been trained and educated. It was the belief of the managers that only a relatively small number of inmates could

be successfully cared for in one institution. It was deemed unwise to congregate a large number of persons suffering under any common infirmity.

Nearly every one of these early institutions was opened at or near the capitals of their various States, in order that the members of the Legislature might closely watch their operations, and personally see their need and the results of the instruction and training of these idiots. No institution was ever abandoned or given up after having been established. In all the institutions the applications for admission were far in excess of their capacity.

In the course of a few years, in the annual reports of these institutions we find the superintendents regretting that it was not expedient to return to the community a certain number of the cases who had received all the instruction the school had to offer. When the limit of age was reached, it was a serious problem to decide what should be done with the trained boy or girl. It was found that only a small proportion, even of these selected pupils, could be so developed and improved that they could go out into the world and support themselves independently. A larger number, as a result of the school discipline and training, could be taken home, where they became comparatively harmless and unobjectionable members of the family, capable, under the loving and watchful care of their friends, of earning by their labor as much as it cost to maintain them; but in many cases the guardians of these children were unwilling to remove them from the institution, and begged that they might be allowed to remain where they could be made happy and kept from harm. Many of these cases were homeless and friendless, and, if sent away from the school, could only be transferred to almshouses, where they became depraved and demoralized by association with adult paupers and vagrants of both sexes. It was neither wise nor humane to turn these boys and girls out to shift for themselves. The placing out of these feeble-minded persons always proved unsatisfactory. Even those who had suitable homes and friends able and willing to become responsible for them, by the death of these relatives were thrown on their own resources, and drifted into pauperism and crime. It gradually became evident that a certain number of these higher-grade cases needed lifelong care and supervision, and that there was no suitable provisions for this permanent custody outside these special institutions.

Once it was admitted that our full duty toward this class must include the retention and guardianship of some of these cases who had been trained in the schools, the wisdom and necessity of still further broadening the work became apparent. It was found that more than one-half of the applications for admission, and those by

far the most insistent, were in behalf of the "unimprovables," as Dr. Howe described them. This lower class of idiots, many of them with untidy, disgusting and disagreeable habits, feeble physically, perhaps deformed and misshapen, often partially paralyzed or subject to epilepsy, cannot be given suitable care at home. There is no greater burden possible in a home or a neighborhood. It has been well said that by institution care, for every five idiots cared for we restore four productive persons to the community; for, whereas at home the care of each of these children practically requires the time and energies of one person, in an institution the proportion of paid employees is not over one to each five inmates. The home care of a low-grade idiot consumes so much of the working capacity of the wage-earner of the household that often the entire family become pauperized. Humanity and public policy demanded that these families should be relieved of the burden of these helpless idiots. From the nature of their infirmities it is evident that the care of this class must last as long as they live. As nearly every one of these low-grade idiots evidently becomes a public burden, it is better to assume this care when they are young, and susceptible of a certain amount of training, than to receive them later on, undisciplined, helpless, destructive, adult idiots.

The brighter class of the feeble-minded, with their weak will power and deficient judgment, are easily influenced for evil, and are prone to become vagrants, drunkards and thieves. The modern scientific study of the deficient and delinquent classes as a whole has demonstrated that a large proportion of our criminals, inebriates and prostitutes are really congenital imbeciles, who have been allowed to grow up without any attempt being made to improve or discipline them. Society suffers the penalty of this neglect in an increase of pauperism and vice, and finally, at a greatly increased cost, is compelled to take charge of adult idiots in almshouses and hospitals, and of imbecile criminals in jails and prisons, generally during the remainder of their natural lives. As a matter of mere economy, it is now believed that it is better and cheaper for the community to assume the permanent care of this class before they have carried out a long career of expensive crime.

Dr. Kerlin has ably presented to this conference the special subject of moral imbecility. This class of moral imbeciles may show little or no deficiency of the intellectual faculties, but in early childhood manifest a marked absence or perversion of the moral sense, as shown by motiveless, persistent lying and thieving, a blind and headlong impulse toward arson, and a delight in cruelty to animals or to young, helpless companions. These children, if they live, are predestined to become inmates of our insane hospitals or jails, and for the good

of the community should be early recognized, and subjected to life-long moral quarantine.

Dr. Kerlin, in his report to this conference in 1884, says: —

There is no field of political economy which can be worked to better advantage for the diminution of crime, pauperism and insanity, than that of idiocy. The early recognition of some of its special and more dangerous forms should be followed by their withdrawal from unwholesome environments and their permanent sequestration before they are pronounced criminals, and have by the tuition of the slums, acquired a precocity that deceives even experts. Only a small percentage should ever be returned to the community, and then only under conditions that would preclude the probability of their assuming social relations under marriage, or becoming sowers of moral and physical disease under the garb of professional tramps and degraded prostitutes. How many of your criminals, inebriates and prostitutes are congenital imbeciles! How many of your insane are really feeble-minded or imbecile persons, wayward or neglected in their early training, and at last conveniently housed in hospitals, after having wrought mischief, entered social relations, reproduced their kind, antagonized experts and lawyers, puzzled philanthropists, and in every possible manner retaliated on their progenitors for their origin, and on the community for their misapprehension! How many of your incorrigible boys, lodged in the houses of refuge, to be half educated in letters and wholly unreached in morals, are sent into the community the moral idiots they were at the beginning, only more powerfully armed for mischief! And pauperism breeding other paupers, what is it but imbecility let free to do its mischief?

The tendency to lead dissolute lives is especially noticeable in the females. A feeble-minded girl is exposed as no other girl in the world is exposed. She has not sense enough to protect herself from the perils to which women are subjected. Often bright and attractive, if at large they either marry and bring forth in geometrical ratio a new generation of defectives and dependants, or become irresponsible sources of corruption and debauchery in the communities where they live. There is hardly a poorhouse in this land where there are not two or more feeble-minded women with from one to four illegitimate children each. There is every reason in morality, humanity and public policy that these feeble-minded women should be under permanent and watchful guardianship, especially during the child-bearing age. A feeble-minded girl of the higher grade was accepted as a pupil at the Massachusetts School for the Feeble-minded when she was fifteen years of age. At the last moment the mother refused to send her to the school, as she "could not bear the disgrace of publicly admitting that she had a feeble-minded child." Ten years later the girl was committed to the institution by the court, after she had given birth to six illegitimate children, four of whom were still living and all feeble-minded. The city where she lived had supported

her at the almshouse for a period of several months at each confinement, had been compelled to assume the burden of the lifelong support of her progeny, and finally decided to place her in permanent custody. Her mother had died broken-hearted several years previously.

Modern usage has sanctioned the use of the term "feeble-minded" to include all degrees and types of congenital defect, from that of the simply backward boy or girl, but little below the normal standard of intelligence, to the profound idiot, a helpless, speechless, disgusting burden, with every degree of deficiency between these extremes. The lack may be so slight as to involve only the ability to properly decide questions of social propriety or conduct, or simply questions of morality, or it may profoundly affect every faculty. In theory, the differences between these various degrees of deficiency are marked and distinct, while in practice the lines of separation are entirely indefinite, and individuals as they grow to adult life may be successively classed in different grades. "Idiocy," generically used, covers the whole range referred to, but is now specifically used to denote only the lowest grades. "Imbecility" has reference to the higher grades. "Feeble-minded" is a less harsh expression, and satisfactorily covers the whole ground.

We have learned from the researches of modern pathology that in many cases the arrested or perverted development is not merely functional or a delayed infantile condition, but is directly due to the results of actual organic disease or injury to the brain or nervous system, occurring either before birth or in early infancy.

The work of caring for this class in this country has been greatly aided by the active influence of the Association of Medical Officers of American Institutions for Idiotic and Feeble-minded Persons. This society was organized in 1876, during the Centennial Exposition at Philadelphia, and held its first meeting at the Pennsylvania Training School at Elwyn. The object of the association is the consideration and discussion of all questions relating to the management, training and education of idiots and feeble-minded persons. It also lends its influence to the establishment and fostering of institutions for this purpose. The association meets annually for the reading of papers and the discussion of the various phases of this work.

The material growth and separate history of the older institutions and the numerous public and private schools that have been opened in this country since 1874 are too comprehensive to be considered in detail in this report. The accompanying table shows the name, location, date of organization, and capacity of the various public institutions as existing at the close of 1892, with a list of those organized since 1892: —

NAME.	LOCATION.	Date of Organization.	Capacity.*
California Home for Care and Training of Feeble minded Children,	Glen Ellen,	1885	259
Connecticut School for Imbeciles,	Lakeville,	1852	130
Illinois Asylum for Feeble-minded Children,	Lincoln,	1865	699
Indiana School for Feeble-minded Youth,	Fort Wayne,	1879	622
Iowa Institution for Feeble-minded Children,	Glenwood,	1876	815
Kansas State Asylum for Idiotic and Imbecile Youth,	Winfield,	1881	209
Kentucky Institution for the Education and Training of Feeble-minded Children,	Frankfort,	1860	134
Maryland Asylum and Training School for the Feeble-minded,	Owing's Mills,	1888	94
Massachusetts School for the Feeble-minded,	Waltham,	1848	725
Minnesota School for the Feeble-minded,	Faribault,	1879	897
Nebraska Institution for Feeble-minded Youth,	Beatrice,	1887	212
New York State Institution for Feeble-minded Children,	Syracuse,	1851	521
New York State Custodial Asylum for Feeble-minded Women,	Newark,	1885	406
Randall's Island Hospital and School,	New York Harbor,	1870	364
New Jersey Home for the Education and Care of Feeble-minded Children,	Vineland,	1888	239
New Jersey State Institution for Feeble-minded Women,	Vineland,	1886	113
Ohio Institution for the Education of Feeble-minded Youth,	Columbus,	1857	1,050
Pennsylvania Training School for Feeble-minded Children,	Elwyn,	1853	984
Washington School for Defective Youth,	Vancouver,	1892	150
OPENED SINCE 1893: —			
Michigan School for Feeble-minded,	La Peer,	–	230
Wisconsin Home for Feeble-minded,	Chippewa Falls,	–	394
Western Pennsylvania Training School,	Polk,	–	671
New York Custodial Asylum,	Rome,	–	352
A State school for the feeble-minded was authorized by the New Hampshire legislature of 1901.			

* The capacity has been compiled from reports of 1900.

At the close of the year 1892 the nineteen public institutions for the feeble-minded had under care and training a total of 6,009 inmates. The buildings and grounds in use for this purpose represent an outlay of more than $4,000,000. The annual public expenditure for the instruction and maintenance of these defectives now amounts to over $1,000,000. There are also twenty private schools for the feeble-minded in the United States.

The recognition of the characteristics, limitations and needs of these various classes, and the results of experience in their training, care and guardianship, have materially modified and broadened the scope and policy of our American institutions for the feeble-minded. To-day the advantages of these public institutions are not confined to the brighter cases needing school training especially, but have

been gradually extended to a greater or less extent in the different States to all the grades and types of idiocy. With all these various classes pleading for admission, it is not strange that many of these institutions have become far more extensive than their founders dreamed of or hoped for. Successive Legislatures have been ready to enlarge existing institutions when they would not grant appropriations for establishing new ones. The evil effects feared from congregating a large number of this class have not been realized, or have been minimized by careful classification and separation of the different groups. In fact, we find we must congregate them to get the best results. In order to have companionship, that most necessary thing in the education of all children, we must have large numbers from which to make up our small classes of those who are of an equal degree of intelligence.

The essentially educational character of the earlier institutions has been maintained, but the relations of the different parts of instruction are now better understood. The strictly school exercises, in the early days the most prominent feature, still perform their necessary and proper functions, but now in harmony with and preliminary to the more practical objects of the institution. Education, as applied to the development of these feeble-minded children, is now understood in the broadest sense, not as mere intellectual training, but as uniform cultivation of the whole being, physically, mentally and morally. The end and aim of all our teaching and training is to make the child helpful to himself and useful to others.

Sir W. Mitchell says: "It is of very little use to be able to read words of two or three letters; but it is of great use to teach an imbecile to put his clothes on and take them off, to be of cleanly habits, to eat tidily, to control his temper, to avoid hurting others, to act with politeness, to be truthful, to know something of numbers, to go with messages, to tell the hour by the clock, to know something of the value of coins, and a hundred other such things."

As now organized, our American institutions are broadly divided into two departments, the school or educational, and the custodial. In the school department the children are instructed in the ordinary branches of the common schools. As compared with the education of normal children, it is a difference of degree, and not of kind. The progressive games and occupations of the kindergarten, object teaching, educational gymnastics, manual training, and the other graphic and attractive methods now so successfully applied in the education of normal children, are especially adapted to the training of the feeble-minded. These principles of physiological training of the senses and faculties; of exercising and developing the power of attention, perception and judgment, by teaching the qualities and properties of

concrete objects, instead of expecting the child to absorb ready-made knowledge from books; of progressively training the eye, the hand and the ear, — these were the methods formulated by Seguin and elaborated and applied by Richards, Wilbur and Howe, years before the era of the kindergarten and the dawn of the new education. It would be difficult to properly estimate the influence of these original and successful methods of instructing the feeble-minded in suggesting and shaping the radical changes that have been made in the methods of modern primary teaching of normal children. With these feeble-minded children the instruction must begin on a lower plane; the progress is slower and the pupil cannot be carried so far. In a school with several hundred children, a satisfactory gradation of classes can be made if a small proportion of children showing irregular and unusual deficiencies are assigned to special classes for instruction through individual methods.

Most of the pupils of this grade learn to read and write, to know something of numbers, and acquire a more or less practical knowledge of common affairs. Careful attention is paid to the inculcation of the simple principles of morality, the teaching of correct habits and behavior, and observance of the ordinary amenities of life.

The most prominent feature of our educational training to-day is the attention paid to instruction in industrial occupations and manual labor. In this "education by doing" we not only have a very valuable means of exercising and developing the dormant faculties and defective bodies of our pupils, but at the same time we are training them to become capable and useful men and women. The recent reports of these institutions show in detail the large variety and amount of work done by these children. Carpentering, painting, printing, brick-making, stock-raising, gardening, farming, domestic work, the manufacture of clothing, boots and shoes, brooms, brushes and other industries, are now successfully and profitably carried on by the pupils in these schools in connection with the strictly mental training.

Each year a certain number of persons of this class go out from these institutions and lead useful, harmless lives. Some of the institutions where only the brightest class of imbeciles are received, and where the system of industrial training has been very carefully carried out, report that from twenty to thirty per cent. of the pupils are discharged as absolutely self-supporting. In other institutions, where the lower-grade cases are received, the percentage of cases so discharged is considerably less. It is safe to say that not over ten to fifteen per cent. of our inmates can be made self-supporting in the sense of going out into the community and securing and retaining a situation, and prudently spending their earnings. With all our train-

ing, we cannot give our pupils that indispensable something known as good, plain "common sense." The amount and value of their labor depend upon the amount of oversight and supervision practicable; but it is safe to say that over fifty per cent. of the adults of the higher grade who have been under training from childhood are capable, under intelligent supervision, of doing a sufficient amount of work to pay for the actual cost of their support, whether in an institution or at home.

The custodial department includes the lower grades of idiots, the juvenile insane and the epileptics. Some of these children are as helpless as infants, incapable of standing alone, or of dressing or feeding themselves, or of making their wants known. Other cases are excitable and noisy, with markedly destructive tendencies. The chief indication with these lower-grade cases is to see that their wants are attended to, and to make them comfortable and happy as long as they live; but even with these cases much improvement is possible in the way of teaching them to wait on themselves, to dress and undress, to feed themselves, in attention to personal cleanliness and habits of order and obedience. As a result of the kindly but firm discipline, the patient habit-teaching and the well-ordered institution routine, a large proportion of these children become much less troublesome and disgusting, — so much so that the burden and expense of their care and support are materially and permanently lessened.

In the custodial department are classed also the moral imbeciles and the adults of both sexes who have graduated from the school department, or are past school age, but cannot safely be trusted, either for their own good or the good of the community, out from under strict and judicious surveillance. For these classes the institution provides a home where they may lead happy, harmless, useful lives.

The daily routine work of a large institution furnishes these trained adults with abundant opportunities for doing simple manual labor, which otherwise would have to be done by paid employees. Outside of an institution it would be impossible to secure the experienced and patient supervision and direction necessary to obtain practical, remunerative results from the comparatively unskilled labor of these feeble-minded people. In the institution the boys assist the baker, carpenter and engineer. They do much of the shoemaking, the tailoring and the painting. They drive teams, build roads and dig ditches. Nearly all of the institutions have large farms and gardens, which supply enormous quantities of milk and vegetables for the consumption of the inmates. This farm and garden work is largely done by the adult male imbeciles. The females do the laundry work, make the clothing and bedding and do a large share of all the other

domestic work of these immense households. Many of these adult females, naturally kind and gentle, have the instinctive feminine love for children, and are of great assistance in caring for the feeble and crippled children in the custodial department. These simple people are much happier and better off in every respect when they know they are doing some useful and necessary work. Some of the restless moral imbeciles could hardly be controlled and managed if their surplus energies were not worked off by a reasonable amount of manual labor.

The average running expenses of these institutions have been gradually and largely reduced by this utilization of the industrial abilities of the trained inmates. At the Pennsylvania institution the per capita cost for all the inmates has been reduced from $300 to a little over $100 per annum, largely from the fact that the work of caring for the low-grade children in the custodial department is done to a very large extent by the inmates themselves. Dr. Doren of Ohio, after an experience of thirty years in this work, has offered, if the State will give him a thousand acres of land, to guarantee to care for every custodial case in Ohio without expense to the State.

Nearly all of the States making provision for the feeble-minded have practically followed what is known as the colony plan of organization; that is, starting with the school department as a centre, with the various subdivisions of the custodial department subsequently added under the same general management. Thus at the present time in nearly every one of our institutions there will be found custodial departments for each sex, industrial departments, hospitals for the sick, farm colonies, and, in a few, buildings especially designed for the care and treatment of epileptics. In his report to the Nineteenth Conference of Charities Dr. G. H. Knight says: —

> Legislatures to the contrary notwithstanding, it is not because superintendents covet large buildings, large grounds, and all the care and watchfulness that come from the proper management of what we call a colony, which makes them urge the gathering together of great numbers of this class of defectives; but because they have learned in the hard school of experience that they must have large numbers from which to draw children enough of equal mental endowments to do even the simplest thing well. They have found that, even for money, it is difficult to get suitable people who are willing to come into contact with the lowest grade in the right spirit, — a spirit which demands patience, cheerfulness and affection; but they do find that what is called "the imbecile" will share his pleasures and attainments with his weaker brother, with a sense of high privilege in being allowed to share it; that none make tenderer care-takers, nor, under supervision, more watchful ones; and that the bond of fellowship so engendered is of lasting benefit. This is why the colony plan recommends

itself to us as superintendents. Experience has taught us that these children, under careful direction, are happier, better cared for, more trustworthy, when trust is given, more self-sacrificing and self-contained, and in every way benefited by the training and occupation and amusement which a large institution makes possible, and which it is impossible to gain when there are few in number.

The colony plan divides the institution into comparatively small families, each with peculiar and distinctive needs, and each group under the immediate and personal supervision of experienced and competent officers, who are directly responsible to the medical superintendent. This arrangement retains all the good points of a small institution, and secures the manifest advantages of a large one.

In the additions made to existing institutions and the new institutions built during the past twenty years, the detached or so-called "cottage" plan of construction has been pretty generally adopted, in order to secure the necessary classification and separation of the different classes of these defectives.

The experience of these institutions in these enlargements has been that plain, substantial, detached buildings can be provided for the custodial cases at an expense of not over $400 per capita. These detached departments are generally supplied with sewerage, water supply, laundry, store-room, and often heating facilities from a central plant, at relatively small expense compared with the cost of installation and operation of a separate plant for each division.

In New York a radical departure was made from this plan by the organization of the Custodial Asylum for Adult Feeble-minded Females at Newark, under a separate management. It was held that in that populous State, with its thousands of feeble-minded persons needing training and care, it would not be desirable or possible to attempt to provide for all classes of the feeble-minded in one institution. A similar special institution for imbecile women has since been organized in New Jersey.

The census of 1890 shows a total of 95,571 idiotic and feeble-minded persons in the United States. It is certain that this enumeration does not include many cases where the parents are unwilling to admit the mental defect of their children. It is safe to say that, taking the country as a whole, there are two feeble-minded persons to every thousand people. Of this vast number, only 6,315, or six per cent., are now cared for in these special institutions.

The public appreciation of the educational, custodial and preventive value of the work is shown by the willingness and liberality with which these institutions are maintained and supported. The remarkable rapidity with which in the western States the public institutions of this character have been built and filled with pupils within the

past two decades is proof positive of the necessity for the organization of such institutions and of the desire of the parents and friends of this class of defectives to place them under intelligent care and instruction. This special care is now recognized as not only charitable, but economical and conservative. Each hundred dollars invested now saves a thousand in the next generation. It is not unreasonable to hope and expect that in the near future an institution for the feeble-minded will be provided in every State in the Union.

Appendix C.

Commonwealth of Massachusetts.

1850.

[Acts, Chapter 150.]

AN ACT to incorporate the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

Section 1. S. G. Howe, Samuel May, Stephen Fairbanks, their associates and successors, are hereby made a corporation, by the name of the Massachusetts School for Idiotic and Feeble-minded Youth, for the purpose of training and teaching such persons, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in the thirty-eighth and forty-fourth chapters of the Revised Statutes.

Sect. 2. Said corporation may hold, for the purpose aforesaid, real estate not exceeding in value one hundred thousand dollars and personal estate the income of which shall not exceed ten thousand dollars. [*Approved April 4, 1850.*

1851.

RESOLVES concerning Idiotic Children.

Resolved, That there be paid, annually, out of the treasury of the Commonwealth, to the Treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, the sum of five thousand dollars, to be devoted to teaching and training indigent idiotic children belonging to this Commonwealth: *provided*, that the board of trustees, having the direction of said institution, shall be composed of twelve persons, four of whom shall be appointed by the governor and council; and *provided*, that the governor, lieutenant-governor, secretary of state, president of the senate, speaker of the house, and the two chaplains, shall constitute a board of visitors,

whose duty it shall be to visit and inspect said institution as often as they see fit; to examine the by-laws and regulations enacted by the corporation, and generally, to see that the object of said institution is carried into effect; and *provided, further*, that said institution shall gratuitously receive and educate thirty idiotic persons, to be designated by the governor; and *provided, further*, that other applicants, of proper age and condition, children of inhabitants of this Commonwealth, who are not wealthy, shall be received at a charge not exceeding the actual average cost of the inmates; and *provided, further*, that the members of the legislature, for the time being, shall be, *ex officio*, visitors of the institution, and have the privilege, during the sessions, of inspecting the same.

Resolved, That the governor be authorized annually to draw his warrant for the sum of five thousand dollars, in four equal quarterly payments of twelve hundred and fifty dollars each, in favor of the treasurer of the Massachusetts School for Teaching and Training Idiotic and Feeble-minded Youth, whenever he shall have satisfactory evidence that the terms and conditions of the foregoing resolve have been fulfilled. [*Approved April 30, 1851.*

1878.

[Acts, Chapter 126.]

AN ACT to authorize the appointment of Trustees for the Massachusetts School for Idiotic and Feeble-minded Youth.

Be it enacted, etc., as follows:

Section 1. The offices of the trustees heretofore appointed under chapter forty-four of the resolves of the year eighteen hundred and fifty-one, and chapter twenty-six of the resolves of the year eighteen hundred and sixty-one, relating to the Massachusetts School for Idiotic and Feeble-minded Youth, shall cease and determine on the appointment of trustees under the provision of this act.

Sect. 2. The governor shall, with the advice and consent of the council, appoint six persons to be trustees, on the part of the state, of the Massachusetts School for Idiotic and Feeble-minded Youth, who shall hold their offices for three years: *provided*, that the terms of the six first appointed shall be so arranged that the terms of two shall expire in one year, two in two years, and two in three years; and the vacancies so arising, as well as all vacancies occurring otherwise in the office of trustees appointed under this act, shall be filled by the governor, with the advice and consent of the council.

Sect. 3. This act shall take effect on the first day of July next. [*Approved April 9, 1878.*

1886.

[Acts, Chapter 298, as amended by Acts 1898, Chapter 433.]

AN ACT concerning the Massachusetts School for the Feeble-minded.

Be it enacted, etc., as follows:

Section 1. The Massachusetts School for the Feeble-minded shall establish and maintain two departments, one for the instruction and education of feeble-minded persons who are within the school age, or who in the judgment of the trustees thereof are capable of being benefited by school instruction, to be known as the school department; and one for the care and custody of those feeble-minded persons who are beyond the school age or are not capable of being benefited by school instruction, to be known as the custodial department.

Sect. 2. The persons who have been or who hereafter may be received by said corporation, shall from time to time be classified in and between said departments as the trustees shall see fit, and the trustees may receive and discharge any pupil at their discretion, and may at any time discharge any pupil or other inmate and cause him to be removed either to his home or to the place of his settlement or to the custody of the state board of insanity, and they may also allow any inmate to be absent on a visit for a period not exceeding three months, and the liability of any person or place to said corporation for the support of such inmate shall not be suspended by reason of such absence unless such inmate shall during such period become a charge to the state elsewhere.

Sect. 3. Said corporation shall gratuitously receive, maintain and educate in the school department such indigent feeble-minded persons from this Commonwealth as shall be designated by the governor upon the recommendation of the secretary of the state board of education. Special pupils may be received from any other state or province at a charge not less than three hundred dollars per annum. The trustees may also at their discretion, receive, maintain and educate except in the custodial department, other feeble-minded persons either gratuitously or upon such terms as they may determine.

Sect. 4*. [Repealed: Resolve, chapter 66, Acts of 1898, substituted.]

Sect. 5. When it is made to appear upon application in writing to a judge of a probate court that a person is a fit subject for the Massachusetts School for the Feeble-minded, such judge may commit such person to said institution by an order of commitment directed to

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* See page 60.

the trustees thereof, accompanied by the certificate of a physician who is a graduate of some legally organized medical college and has practised three years in this Commonwealth, that such person is a suitable subject for said institution. The fees of the judge for hearing and determining the application shall be three dollars, and in cases where he is required to go from his office or place of business to attend such hearing, an additional fee of one dollar and all necessary expenses of travel, to be paid upon the certificate of the judge by the treasurer of the county in which such hearing was had.

Sect. 6. A person applying for a commitment of a feeble-minded person under the provisions of section five of this chapter shall first give notice in writing to the mayor, or one of the selectmen of the place where such feeble-minded person resides, of his intention to make such application, and satisfactory evidence that such notice has been given shall be produced to the judge and accompany the order of commitment.

Sect. 7. The charges for the support of inmates in the custodial department of the Massachusetts School for the Feeble-minded shall be three dollars and twenty-five cents a week for each person, and shall be paid quarterly as follows: For those not having known settlements in the Commonwealth, by the Commonwealth, and the same may afterwards be recovered by the treasurer of the Commonwealth, of the feeble-minded persons themselves, if of sufficient ability to pay the same, or of any person or kindred bound by law to maintain them, or of the place of their settlement if any such is ascertained; for those having known settlements in this Commonwealth, either by the persons bound to pay or by the place in which such inmates had their settlement at the time of their admission, unless other sufficient security is taken to the satisfaction of the trustees for such support. If any person or place refuses or neglects to pay such charges, or such sums as may be charged and due for the removal of an inmate whom the trustees are authorized by law to remove, for thirty days after the same has been demanded in writing by the treasurer of the institution, of the mayor and aldermen of the city, or of the selectmen of the town, or of the person liable therefor, the same with interest from the time of such demand may be recovered for the use of the institution in an action of contract in the name of the treasurer of the institution against such delinquent city, town or person, and the district attorneys or other prosecuting officers shall bring any of the actions authorized by this section when requested.

Sect. 8. Every city or town paying the charges and expenses for the support or removal of a feeble-minded person admitted to said Massachusetts School for the Feeble-minded shall have like rights and remedies to recover the full amount thereof with interest and

costs of the place of his settlement, or of the feeble-minded person himself if of sufficient ability to pay, or of any person bound by law to maintain him, as if such charges and expenses had been incurred in the ordinary support of such feeble-minded person.

Sect. 9. The trustees of the Massachusetts School for the Feeble-minded shall annually prepare and send to the state board of insanity a written or printed report of its proceedings, income and expenditures, properly classified, for the year ending on the thirtieth day of September, stating the sum appropriated by the Commonwealth, the sum expended under said appropriation, the whole number and the average number of inmates, the number and salaries of officers and persons employed, and such other information as the board may require, and shall also once in three months make a report to said board stating the number of inmates received and the number discharged during the preceding three months, also the whole number then in the institution and the number of beneficiaries supported by the Commonwealth, together with such other information as the board may require.

Sect. 10. The state board of insanity may from time to time transfer from the state almshouse, state workhouse, state primary school or either of the state lunatic hospitals, to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for said institution. All accounts for the support of inmates in the custodial department of said Massachusetts School for the Feeble-minded by the Commonwealth under this act shall, after they have been approved by the board of insanity, be presented to the auditor and paid from the treasury.

Sect. 11. Said corporation may hold for the purpose aforesaid real estate not exceeding in value two hundred thousand dollars, as well as the personal estate now authorized by law.

Sect. 12. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and eighty-three, except so much thereof as authorizes a change in the name of said school, and chapter eighty-eight of the acts of the year eighteen hundred and eighty-four, and all acts or parts of acts inconsistent herewith, are hereby repealed. Said repeal shall not affect any act done, or any right accrued, or any cause of action, or any suit or proceeding had or commenced in a civil case, or any commitment made, before the repeal takes effect.

Sect. 13. This act shall take effect on the first day of July next. [*Approved June 18, 1886.*

1898.

[Resolves, Chapter 66.]

RESOLVE in favor of the Massachusetts School for the Feeble-minded.

Resolved, That there be allowed and paid annually out of the treasury of the Commonwealth to the treasurer of the Massachusetts School for the Feeble-minded, for the use of said school, the sum of thirty-five thousand dollars, to be payable in equal quarterly instalments, commencing on the first day of January in the year eighteen hundred and ninety-eight. [*Approved April 14, 1898.*

1899.

[Acts, Chapter 158.]

AN ACT to authorize Transfers from the Lyman School for Boys and from the State Industrial School for Girls to the Hospital Cottages for Children or the Massachusetts School for the Feeble-minded.

The state board of insanity may, on the request of the trustees of the Lyman and industrial schools, transfer from either of said schools to the Hospital Cottages for Children or to the Massachusetts School for the Feeble-minded any inmate whose condition would be benefited by such transfer, upon the certificate of a physician that such person is a suitable subject for treatment at either of the last-named institutions. [*Approved March 16, 1899.*

[Resolves, Chapter 25.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding one thousand dollars, to be expended under the direction of the trustees of the Massachusetts School for the Feeble-minded, for the purchase of additional land for the use of said institution; any such purchase to be subject to the approval of the governor and council. [*Approved March 24, 1899.*

1900.

[Resolves, Chapter 36.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding fifty thousand dollars to be expended under the direction of the trustees of the Massachusetts

School for the Feeble-minded, in erecting new buildings for the said school upon land of the Commonwealth at Templeton, and in providing a water supply and sewerage works for the same. [*Approved March 28, 1900.*

1901.

[Resolves, Chapter 81.]

Resolved, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty-five thousand dollars, to be expended at the Massachusetts School for the Feeble-minded under the direction of the trustees thereof for making additions to and alterations in the laundry, hospital and administration buildings. [*Approved May 29, 1901.*

TERMS OF ADMISSION.

Persons applying for admission of children must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

Candidates for admission must be over six years of age. The best age for training and instruction is between eight and twelve.

This institution is not intended for epileptic or insane children, or for those who are incurably hydrocephalic or paralytic. None such will be retained, to the exclusion of more improvable subjects.

Any suitable person may be admitted, on such terms as the trustees may determine, according to the responsibilities and difficulties in each case. Payments are to be made quarterly, in advance, or sufficient surety therefor given. Private pupils will be required to observe strictly all the rules and regulations of the institution.

The children of indigent parents in Massachusetts may secure gratuitous admission in accordance with the law. Indigent pupils from Maine, New Hampshire, Vermont and Rhode Island may secure gratuitous admission by application to the governors of their respective States.

Children must come to the school well provided with plain, strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn. Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner. Sufficient surety will be required for the clothing of the children, and their removal whenever they may be discharged.

Boys should be furnished with two full suits of strong outer clothing, two undershirts, three nightshirts, two pairs of drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens.

Girls should have three dresses (two wash dresses), two colored cotton skirts, two colored flannel skirts, four colored aprons, two white aprons, two undervests, three pairs of drawers, two underwaists, three nightdresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens.

The post-office address of the school is Waverley.

Clematis Brook is the nearest railroad station.

For further particulars, apply in person or by letter to the superintendent,

WALTER E. FERNALD, M.D.

RULES AND REGULATIONS.

TRUSTEES. — A meeting of the trustees shall be held quarterly.

QUORUM. — The presence of three members shall constitute a quorum.

VISITING COMMITTEE. — The trustees in turn visit the institution, one each week, and meet quarterly at the school.

The trustee making the weekly visit shall examine the state of the institution; the condition, etc., of the pupils, and of all the rooms in the establishment; and receive and examine any report of the superintendent, and make a record of his visit and impressions.

He may report on the state and condition of the institution at any quarterly meeting of the trustees.

AUDITOR. — An auditor shall be appointed annually. He shall examine all the accounts of the institution and treasurer. He shall aid the treasurer in the investment of any funds belonging to the institution; and no money shall be paid out by the treasurer without his order.

SUPERINTENDENT. — It shall be the duty of the superintendent to reside at, and give his whole time to the service of, the institution.

He shall select and employ all subordinate officers, teachers, assistants and servants of the institution, subject to the approval of the executive committee, and shall consult the executive committee before making any material changes in the administration of the institution.

He shall have the general superintendence of the whole institution, and have charge of all the pupils, and direct and control all the persons therein, subject to the regulation of the trustees.

He shall regulate the diet, regimen, exercises and employments, and the whole course of the education and training of the pupils.

He shall, from time to time, give to all persons employed in the institution such instructions as he shall deem best to carry into operation all the rules and regulations of the same; and he shall cause such rules and regulations to be strictly and faithfully executed.

He shall make a record of the name, age and condition, parentage and probable cause of deficiency of each pupil, and of all the circumstances that may illustrate his or her condition or character; and also keep a record, from time to time, of the progress of each one.

He shall purchase fuel, provisions, stores and furniture, and shall be responsible for the safe-keeping and expenditure thereof; *provided, however*, that if the trustees think it best to appoint a steward, he shall perform these duties with the concurrence of the superintendent.

He shall collect and receive all the moneys due from the pupils, and deposit the same with the treasurer.

He shall keep a separate account with each one of the pupils, or with the parents or guardians of such of the pupils as are not beneficiaries of Massachusetts, charging them with all expenses of board, instruction, etc., and with all the money expended for clothing and other necessaries, or proper indulgences.

He shall make quarterly reports to the trustees of the condition of the institution, and make such suggestions as he may think the interest of the institution requires.

He shall prepare for the trustees and the corporation an annual report, in which he will show the history, progress and condition of the institution, and the success of the attempts to educate and improve the feeble-minded youth.

The teachers, assistants and pupils will be under the immediate direction of the superintendent, and no orders shall be given to them except through him.

No officer, assistant or pupil can absent himself from the institution without the permission of the superintendent.

The hours for work, for exercise, for study and for recreation, being established by the superintendent, each teacher, assistant and pupil will be expected to conform strictly to them.

Matron. — The matron, under the direction of the superintendent, shall have charge of the house.

She shall enforce the rules and regulations of the trustees, and see that order and good conduct prevail in every part of the establishment.

If improper conduct is observed in any subordinate or inmate, she shall report the same to the superintendent.

Visitors. — Persons may visit the institution under such regulations as the trustees and superintendent shall establish.

Tobacco. — The use of tobacco, either in smoking or otherwise, is prohibited in the institution.

NOTICE.

The school is located at Waltham, near the Clematis Brook stations of the Fitchburg and Massachusetts Central railroads. A public carriage may be found at the Waverley station. Friends of children may visit them any afternoon, holidays and Sundays excepted.

Owing to the limited means of many of the pupils, they are often in need of clothing, as the school has but a small fund which it can apply for the purpose. Contributions of clothing, or material therefor, suitable for children between the ages of eight and eighteen, will be gladly received, and may be sent directly to the school, at our expense, or will be sent for by the superintendent, if notified.